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ABSTRACT

The study described in this report was conducted to investigate possible differences in professors' preferences for classroom/behavior management techniques based on their gender, ethnicity, socioeconomic class, and field of instruction. In phase 1 of the study, professors (N=452) who taught classroom/behavior management to regular and/or special education trainees completed an instrument that included descriptions of 10 behavior/management problem situations and a set of alternative techniques for dealing with each of them. Subjects were asked to indicate the one or two alternatives they believed would be the most effective ways to handle each situation and to make whatever comments they wished. The results of phase 1 indicated that for specific situations professors tended to agree on techniques that were likely to be effective, but not on those that were the most effective. In phase 2, professors' preferences were organized into 13 categories, and the professors' selections were compared to their gender, ethnic background, socioeconomic background, and field of instruction. Results of the study indicated that a relationship existed between professors' gender, ethnic background, and field of instruction and their preferences for solutions to problems; however, the relationship between socioeconomic class background and their selections was very weak. An appendix lists alternative solutions included in each category. (Contains 26 references.) (LL)

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ED 364 537

Professors' Preferences for Classroom/Behavior Management Techniques: Consensus and Ethnic, Gender, Socioeconomic Class, Field of Instruction Differences

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The purpose of this exploratory research project was twofold: to investigate the possibility of developing an instrument to evaluate the effectiveness of the classroom/behavior management courses offered to preservice regular education and special education trainees and to study possible differences in professors' preferences for classroom/behavior management techniques. Three reasons led the author to question whether an instrument could be developed that would reflect the opinions of the large number of professors in the field.

1. There are many schools of thought about classroom/behavior management that offer different suggestions for handling behavior problems. Professors who subscribe to different schools of thought may have different ideas about the the most effective ways of dealing with classroom/behavior management problems.

2. Because research has revealed gender and ethnic differences in the instructional and classroom management styles of university professors and elementary and secondary teachers, it is possible that these factors also affect their classroom/behavior management preferences. While there is little research on the relationship, if any, between socioeconomic factors and classroom/ behavior management styles, the existence of socioeconomic-class influences on learning style and parenting style raise the possibility of a similar influence on professors' classroom/behavior management styles.

3. Special educators work with smaller groups of students than regular educators and their IEP goals for students are typically somewhat different than those of regular educators. Thus, it is quite possible that such differences may be reflected in professors' perceptions of effective ways to respond to problems. The study was conducted in two phases. Phase one was designed to study the extent to which professors would agree about the most effective solutions to classroom/management problem situations. Phase two examined the relationship, if any, of professors' ethnic and socioeconomic-class backgrounds, their gender and their field of instruction on their preferences for solutions to classroom/behavior management problems.

Procedure

The instrument used in the study included descriptions of ten classroom/ behavior management problem situations and a set of alternative techniques for dealing with each of them. The list of behavior problems was selected from a larger list solicited from in-service and preservice regular educators and special educators. These same preservice and in-service regular educators and special educators were asked to provide solutions to the ten problems. Another group of regular educators and special educators were asked to state which solutions they preferred for each problem. Only those alternative solutions that were acceptable to at least ten percent of the students were included in the final instrument.

The subjects in the study were professors who taught classroom/behavior management to regular and/or special education trainees. In order to contact these professors, chairs of departments of teacher education and special education personnel preparation programs were asked to identify the faculty members who taught the course in their universities.

Slightly less than 1,200 professors were identified in this way. These professors were provided with the instrument and asked to select which alternatives would be the best ways to handle each problem and to make comments. Almost 50 sets of material were returned unopened because they could not be delivered as addressed. Thirty professors returned their questionnaires unanswered because they did not teach the course or only included the topic in a curriculum or educational psychology course. Four professors indicated they could not complete the questionnaire because the descriptions of the problem situations did not contain sufficient information. Four hundred fifty-two professors returned usable questionnaires. If, in fact, approximately 1,100 professors were teaching in the field at the time, the response rate was approximately 40 percent.

The following is the gender, ethnic, socioeconomic-class backgrounds and fields of instruction of these professors: female-224, male-221; African American-20, Asian-Pacific Island American-4, European American-371, Hispanic American-7, Native American-5; low-income/working-class background-91, middle-class or upper-class background-310; regular education professors-207, special education professors-118. Some of the totals are less than 452 because a number of individuals chose not to provide some information or were teaching in both regular and special education or in another discipline such as educational psychology.

The professors were asked to indicate the one or two alternatives they believed would be the most effective ways to handle each of the problem situations and make whatever additional comments they wished.

PHASE ONE

RESULTS OF THE STUDY

General Comments

Although most participants had no difficulty deciding how they would handle the ten behavior problems, a few individuals said would have liked more information. For example, one of them commented, "I need more information about the child's cognitive level of functioning because I would probably choose cognitive based interventions for high functioning students and behaviorally (s-r) based interventions for low cognitive or delayed developmental levels. I'd also examine the physical environment, instruction, individual's motivation, learned behavior patterns etc. before determining how to deal with the problem."

A few professors commented that although they thought they knew what would probably work best for each of the problems, in some situations they might not use the most effective technique. One participant wrote, "When answering a questionnaire like this, one is pulled between selecting the correct answer- the one for which there is the greatest theoretical support in the long run and doing what might be expedient for the moment in the short run. Another commmented," I wonder if professors would answer differrently if the directions had read 'assume you were the teacher which approach do you thing you would actually use?'. I suspect if faced with the actual situation many of us would go for the approach that is most likely to work immediately even when the long term consequences would be less favorable. We often give lip service to the more scientific approach such as behavior modification but when faced with the need to cope in the present go for assertive discipline or something like that."

Quite a few professors indicated that they would respond to some of the problem situations by means of a series of techniques. One person said, "Behavior

management is a problem solving process. If our first attempt doesn't work then we try another technique until we solve the problem." Others stated, "Many of the incidents require a series or combination of responses to correct them." "In many cases I would use a number of techniques as part of a comprehensive approach."

The following are the breakdowns of the professors' responses to the ten problem situations. Following each solution is the percent of professors who deemed it to be effective. The totals for each problem exceed 100 percent because many professors selected more than one solution for a particular problem.

1. A pre-school student who is unwilling to share materials, wait his turn, etc., refuses to give someone else a turn on the swing. The teacher:

a. explains why children have to share and allow others to have their turns. **22%**

b. punishes the student by having him lose his next turn. **01%**

c. makes sure he doesn't get the toy, swing, etc. first so that others do not have to wait for him to give them up. **00%**

d. purposely makes him wait extra long when he wants things so he experiences how the other students feel when he makes them wait and then discusses his feelings with him. **01%**

e. offers the student an alternative project or activity and explains that he must share. **40%**

f. requires the student to give up the material or get off the swing and reprimands him. **01%**

g. informs the child he will lose his next turn if he doesn't allow the other students a turn immediately. **05%**

h. asks the student how he would feel if someone made him wait. **04%**

i. punishes the student by placing him in "time-out" during the next play activity. **01%**

j. has the whole class discuss the importance of sharing and taking turns. **23%**

k. praises the other students when they model appropriate behavior and calls the student's attention to the desired behavior. **70%**

l. sets a timer so the student knows when his time is up. **28%**

Results

The most popular response was **k** often coupled with **l** or **e**. A number of the professors who combined these alternatives distinguished between effective and desirable short term soultions **e** and **l** which they would use immediately to manage the problem and longer term solutions **a**,**h**,**j** and especially **k** which they would do on a continious basis to change students.

Although the behavioristic approach to changing students **k** was clearly the preferred response, alternatives **a** and **j** which did not involve the use of consequences were also well represented. The use of negative consequences **b**, **d**, **f**, **g** and **i** were rarely chosen. A possible reason for this was the fact noted by many that preschool children are too young and inexperienced to be able to share and take turns without being taught how to do so and may require learner's leeway until they learn to do so. As one person stated it, "I would include social skills lessons that would help the students to practice these behaviors as well as to develop strategies such as counting to ten for each turn, using timers, flipping coins, and having turns on alternate days for deciding how to share in different situations".

Participants' Comments

a-"I would try **a** first. If that didn't work **k**, then **l**."

b- "If the rules are explicit and **a** or **l** don't work then **b** might be necessary."

e- "Help the student select an alternative activity."
"Must is too strong. Working towards prosocial solutions, I would want to guide the child to share."
"Not only offer an alternative; require him to accept it."

g- "This is needed immediately, but **k** and **l** are the best long term solutions."

i- "Inappropriate because preschoolers require immediate consequences."

j-" At this age puppetry or pictures can help in the discussion."
"I would use a Glasser approach, 'We have a problem now how are we going to solve it?'"
"Although this is my preferred alternative for the long run, in the short run a timer or similar solution is necessary."

k- "I would praise many different students so one isn't singled out enough to become the teacher's pet."
"Although I opt for the behavioral solution **k** I think a humanistic approach such as **a** is also appropriate."

2. A kindergarten teacher is about to read a story to his class. During story time, he has the group sit around him. One of his students is immature for her age and can not attend to oral reading for as long as her peers. The teacher:

a. sits the student up front so he can keep an eye on her and catch her attention if it wanders. **13%**

b. places the student on the periphery of the group so that if her attention wanders she won't distract the other students a easily. **08%**

c. takes her aside before having the students change their seats and tells her she will get a reward if she listens to the whole story. **01%**

d. allows her to choose between listening to the story and other activities in another part of the room. **12%**

e. allows her to pick the story she wants to hear from a group of acceptable alternatives so she will be motivated to attend when the teacher reads it. **15%**

f. asks her to be a helper (to turn the pages, hold the book). **56%**

g. reads two short stories instead of one long one and allows the student to move to a quiet area after the first one. **33%**

h. rewards her for attending for increasingly long periods of time. **50%**

i. has the student sit next to him. **09%**

j. explains that she must sit quietly during the story or she will distract other students and informs her of the negative consequences that will follow if she does not. **01%**

Results

The participants were split into two almost equal groups. One group believed the student could be motivated to attend for increasingly long periods of time. This group overwhelming favored using positive consequences **h**. The use of negative consequences **j** was preferred by only one percent of the respondents. The other group, believing the student was too immature to attend for longer periods of time, selected other types of managing techniques especially **f** and **g**. As one person stated " **c**,**h**,and **j** are inappropriate because she is too immature to attend for longer periods of time regardless of the positive or negative consequences or reasons given to her". A number of participants selected responses in both groups. One of these individuals commented " If we assume the student is not capable of attending to oral reading for the full time period we need to provide alternative activies. If the student chooses not to pay attention we might attempt to change her motivation".

Participants Comments

a-A number of people said they would start with **a** and if it didn't work they would try **f**. As one respondent said," I would have her sitting close by me and if that weren't enough I would switch to using her as a helper. I would also praise her for attending for longer periods of time even if it only occurred when she was the helper".

b-"As long as the teacher gradually draws her back into the group as her attention span increases over time"

d-"This would be my immediate response. But because reading aloud is essential for a child at this age I would find someone to read aloud to her on a one to one basis so she would have the experiences necessary to become a good reader."

e-"This can be used only occasionally in deference to the other students."

f-Although this alternative was selected by the greatest number of individuals, some of them advised that it should be used sparingly because of how the other children might react if the student became the defacto teacher's helper.

g-"Also have a short activity between the stories that she can engage in to burn up some of her energy"

h-"Acknowledge rather than reward her."

Additional Solutions

"Use proximity control by stationing an aide near her."

"Start with short stories at the beginning of the year, then gradually switch to longer ones"

"Allowing her to play quietly with some material such as string or clay might make it easier for her to attend for longer periods of time."

3. A second grader starts teasing a girl in his group whom he delights in teasing almost any chance he gets. The teacher:

a. tells him to stop. 04%

b. tells him to stop and describes the negative consequences he will experience if he does it again. 15%

c. switches him to another group. 08%

d. tells him to stop and explains why he should not tease other children. 15%

e. tells him he will be rewarded if he doesn't tease anyone for a certain period of time. 06%

f. ignores him when he teases her and praises him when he interacts with her positively. 37%

g. observes the interaction between the two to determine why he teases her. 38%

h. asks the student why he teases her. 07%

i. asks the student how he would feel if he were the one being teased or asks the student how he feels when he is teased. 15%

j. tells him to stop and informs him that he will be moved to another group if he teases her again. 08%

k. switches the girl to another group. 03%

l. requires the student to apologize to the girl. 02%

m. teaches the girl how to ignore the boy so he won't receive any reinforcement from teasing her. 52%

Results

The two responses that were selected by the greatest number of participants both involved planned ignoring. One was designed to teach the victim to ignore the perpetrator **m**; in the other one the teacher ignored the student when he teased his victim **f**. A third popular response was to continue to observe the two students with a view toward understanding why the boy teased the girl **g**. Other options in order of descending popularity were to help him understand why he should not tease her **d** and **i**, to use negative consequences to convince the youngster to stop teasing his victim **b** and **j**, to prevent him from teasing her by switching him to another group **c** and to reward him for not teasing anyone **e**.

Participants' Comments

Quite a few participants said they would use a number of alternatives simultaneously or in series. Some examples of these are:

"I would first try to get the boy to stop by using **a** or **j**. If that didn't work I would use **c**. Later I would try to help him not want to tease by using **h** and **i**. If all else failed I would protect the girl by using **b.**"

"I would focus my efforts on helping the girl deal more effectively with students who tease her by employing **m**. I would also use **b** with the boy as a temporary measure for the moment and **k**,**l** and especially **f** for the long run."

"I would use **d** to deal with the teaser and **m** to deal with the person who allows herself to be teased"

"**G** and **h** to understand the cause of the problem, **e** to change the boy's behavior in the meanwhile, and **m** to help the girl."

"**I** and **d** should be used together to change the student's motivation."

"I would use **f** and **m** together to deal with the boy's and girl's problem respectively. However, if the teasing became a serious problem I would utilize **c** along with **f**."

"I would use **f** and **l** to discourage the boy from teasing the girl and **h** to help him understand his behavior."
"I would start with **f** but if the teasing persisted I would relieve the girl of the teasing by **k**."
"I would start with **j** but employ **h** when it wasn't disruptive to class activities."

b-"This is only a temporary solution but it may be a necessary one until the student's attitude can be changed by means of **f**,**k**,or **l**."

d-"I prefer this to a behavior modification approach because at this age children can develop internal motivation to behave appropriately which research indicates is clearly linked to self-control."

f-"Ignoring the behavior wouldn't help because he doesn't tease the girl to get the teacher's attention so ignoring him would not affect his behavior."
"I agree with praising him for interacting positively, but ignoring him when he teases her might exacerbate the behavior."
"Ignoring him might work as long as the teasing wasn't so severe that it would be unfair to the other student to ignore it."
"He needs to learn appropriate ways of relating to her and that these ways are naturally rewarding."

g-"Observing the interaction could possibly help the teacher to instruct the girl about certain behaviors of her own which may cause other children to tease her."
"I would only do this after trying something to solve the problem for the moment."
"Identifying a pattern in their relationship might alter my initial approach to the problem."

k-"Why should the girl be switched from the group when she is the victim, not the instigator?"

<u>Additional Solutions</u>

"Have a class meeting about the problem."
"Teach the boy to get the girl's attention in more socially appropriate ways at more appropriate times."

4. While a class of third graders is working in small groups, a student comes up to the desk and complains that another student is teasing her. The student has complained about the same boy many times before. The teacher:

a. listens to what the student has to say and then asks her to return to the group and continue to work. 03%

b. listens to what she has to say then suggests that she join a different group. 05%

c. listens to the student then asks if she has any idea why he teased her. 12%

d. listens to the student then tells her that the other children will continue to tease her until she ignores them. 03%

e. tells the boy not to tease her and explains why. 08%

f. listens to her then leads her into a discussion of things she might do to stop others from teasing her. 35%

g. listens to her, then at another convenient time, involves the class in a discussion about why students should not tease each other. 28%

h. listens to her, then meets with the two students and tries to help them resolve their differences. 53%

i. listens to her, then promises to do the best to solve the problem. 02%

j. listens to her, then advises the student to tell the other students how she feels when they tease her. 06%

k. listens to her, then later helps her practice ignoring others when they tease her. 30%

l. listens to her, then later teaches her how to tease back. 00%

Results

The responses picked most often were to meet with the two students to help them resolve their differences **h** and to teacher the student how to get the other youngster to stop teasing her **f** and **k**. Responses **f** and **k**, which involving teaching the student how to ignore the teasing, were chosen at a much higher rate than **d** which merely involved telling the student to ignore the teasing without teaching her how to do so. A number of participants said they would begin with **h** and then employ other techniques **f**,**e** and **k** with the students individually at a later time.

The other response that was also well received was leading the class in a discussion about why students shouldn't tease each other **g**. This was picked much more often than working with the boy on an individual basis **e**.

Participants 'Comments

g-"I wouldn't involve the whole class since the problem only involves the two students."

h- "This gives them a chance to work out the problem."

"I would do it in private when there is no lesson going on."

"It may require the intervention of a teacher to help them work out their differences."

"I would have them suggest ways of communicating that they would feel good about and have them practice them."

Additional Solutions

"First ask her if she is asking for help or merely tattling. If she is asking for help I would employ **h**. If she is tattling I would ignore her complaints."

"Help her clarify her feelings by actively listening to her. Then work with the class to set up a behavior

modification program whereby the class rewards the boy for relating positively and the girl for ignoring the teasing."

"Assess the situation to determine if the girl's complaints are legimitate before acting on them."

5. While she is taking an arithmetic test, a fourth grader stretches forward to read what the student in front of her has written. The teacher:

a. stands next to her for a minute or two to indicate that she is being observed. 50%

b. confiscates her paper and gives her a zero. 02%

c. confiscates her paper and gives her a different test at another time. 03%

d. changes her seat so she cannot copy. 03%

e. calls her up to the desk and tells her to do her own work. 04%

f. calls her up to the desk and explains why students should do their own work on tests. 04%

g. calls her up to the desk and asks her why she is reading someone else's test. 03%

h. calls her up to the desk and tells her she believes she was looking at someone else's test. 04%

i. makes sure (by observation) that she is cheating and then asks her to stop. 11%

j. sends her to the principal's office. 00%

k. talks to her privately about having more confidence in her own work. 31%

l. does nothing until after class; then she discusses her behavior with her, asks her why she copied and explains why it is wrong to copy. 32%

m. explains why she should not copy on tests and reinforces her in the future for completing tests without copying. 23%

n. does nothing and then later determines whether the student cheats often and in many situations or only under stress. 11%

o. does nothing until the teacher determines why the student copies. 06%

p. confiscates her paper publicly both to punish her and to teach the class the consequences of cheating. 00%

q. explains that there are better ways of improving her grades if she doesn't know the work besides copying other people's answers. 09%

Results

The response chosen more than any other was to use proximity control **a** to manage her behavior. Many people who chose **a** stated it would be their way of handling the problem at the moment and they would use other techniques such as **l**,**k**,and **m** later when they could be employed in private. The three other alternatives that were also chosen by many participants all involved attempting to change her attitude about cheating on tests **k**,**l** and **m**. Techniques for using negative consequences to manage her behavior **b**,jand **p** were chosen by less than one percent of the participants. A significant number of participants chose to obtain more information about whether the student was actually cheating **i**, how often she cheats **n**, and why she cheats **l** and **o** before deciding how to intervene.

Participants' Comments

Many participants stressed that " handling the matter in private would preserve the student's self-image and relationship with the teacher and the other students and would avoid embarrassing her".

One person suggested that "students would be less tempted to cheat if the teacher stopped sitting at her desk during the test."

a-"This is a low profile technique that does not call attention to the child and embarrass her publicly yet handles the situation for the moment until other techniques can be used in private."

b-"This is appropriate if the teacher has clearly established the expectations that students should do their own work and conquences such as a zero will follow if they don't; otherwise this option is completely inappropriate."

"Show zero tolerance for the behavior and at the same time reinforce honest behavior during test-taking."

"This lacks any corrective value."

Additional Solutions

"First I would try eye contact. If the student stopped I would allow her to continue to work and talk to her later. If that didn't work I would stand next to her desk."
"Create opportunities for the student to succeed on her own. Then stress the value of honesty by asking when the child does well without cheating. ' What does this honest effort mean to you ?' trying to elicit a response such as 'I'm a good hard working person.' This will likely lead to internal control."
"When youngsters cheat it's often because they are under stress. So the teacher should find out what is causing the stress and reduce it by better teaching or whatever else is necessary."

6. A fifth grader does everything including her seat work so slowly that she is seldom able to complete an assignment within the time allotted. The teacher:

a. talks to her about the importance of working faster.	00%
b. offers her a reward if she finishes her work on time.	07%
c. takes off credit for incomplete items.	00%
d. allows her to start ahead of the others so she can finish on time.	02%
e. allows her to finish her class assignments at home, after school, or during recess, or at lunch if she wants to.	19%
f. accepts what she can do during the time allotted without taking off credit.	10%
g. reminds her periodically to work faster.	02%
h. teaches her how to work faster.	30%
i. does nothing until determining why the student works so slowly.	48%
j. requires her to complete the seat work for homework which she can do during recess or during lunch or at another convenient time.	07%
k. asks another student to work with her as a peer tutor.	14%
l. sets up a schedule for rewarding her for completing increasing amounts of work during class time allotted for the assignment.	52%
m. refers the student to the school child study team for evaluation.	14%

Results

The responses selected most often in order of decreasing frequency were encouraging and teaching her to work faster **l** and **h**, assessing her to determine the cause of her slow work pace before attempting to deal with the problem **i** and **m**, and accommodating to her pace **e**,**k** and **f**. Among those who would reward her for working faster, the overwhelming majority preferred to reward her for completing increasing amount of work during the time available **l** rather than to reward her for completing all of her work **b**. Of those who favored accommodating to her pace more would expect her to complete the same amount of work as the other students but in more time **e** and **j**, rather than accept the amount of work she could do in the allotted time **f**. A significant number of professors thought that a peer tutor could help her **k**. Only one person thought deducting credit for incomplete work would be appropriate **c**.

Participants' Responses

Many professors recommended a combination of responses to deal with the problem. The most popular combinations involved allowing or requiring her to complete her work outside of class **e** and **j** while helping her to work faster **h** and **l**. For example one person stated " Help her acquire the study skills, pacing, organization etc. to complete the work; however while she is in transition allow her to complete the work outside of class with an incentive system designed to increase the proportion she completes in class **h**,**e** and **l**". A few participants responded they would combine **f** "accepts what she can do during the time allotted" with **h** or **i**.

Although a number of participants stated they would refer the student to the child study team before attempting other solutions, others said they would try to improve the pace of her work **l** and **h** first and refer her

only if their efforts did not work. A few participants commented that teachers should try their best to solve students' problems themselves before referring them for evaluation. One person thought this would help to avoid the possible misplacement of students in special education programs. Another responded that whether the student should be referred to a child study team depended on the severity of the problem. Some of the questions professors would want to answer about the student before deciding how to handle the problem included whether she was able to do the work, whether her accuracy would suffer if she worked faster, and whether her slow pace was caused by processing problems, temperamental problems, motivational problems, boredom because the work was too easy, a lack of interest in the work, a short attention span, or the desire to avoid other activities such as recess that followed the ones she worked at slowly .

Participants who would accommodate to her slow pace chose the response that allowed her to complete her work outside of class **e** at a much higher rate than the one that required her to do so **j**. One participant gave the following reason for this. " **E** is better than **j** because allowing is better than requiring especially if she already has a lot of homework and has to complete it all despite the slow pace she works at." A participant who recommended accommodating to her slow pace commented," If the problem is a slow temperament then **a**,**b**,**c**,**g**,**h**,**k**,and **l** would be ineffective and probably unfair since it is unlikely that she would be able to change the pace at which she functions."

Another participant responded, "Slow work should not be a major concern in the classroom. We place too much emphasis on speed in our society. But since it is important for students to complete tasks that are started, we should allow them the time to do so"

e- "Unless she is purposely working slowly to avoid another activity."

h-"This is the most appropriate strategy if the problem

turns out to be caused by processing problems or ineffective study skills"

"Use meta cognitive strategies to improve the student's study skills."

I-"It's important to check that the accuracy of her work doesn't suffer when she works faster."

7. A seventh grade student who has been a good student until a few days before, drags himself into class looking like he has no energy, sits down, puts his head on his desk, and appears to be tuning out everything around him. His teacher:

a. calls on him to bring his attention to the work at hand. 01%

b. allows him to withdraw because he is obviously upset about something or sick. 09%

c. walks up to him, taps him on the back, and tells him he has to pay attention even if he is upset or go to the office. 00%

d. asks him in private if he would like to visit the counselor or the nurse. 57%

e. allows the student to withdraw and asks him at the end of class if something is the matter. 53%

f. asks him as quietly as possible if he is upset, sick or worried about something. 49%

g. allows him to withdraw for a few minutes while waiting to see if he gets involved in the work, then asks him if he has a problem. 37%

h. allows him to withdraw for awhile, then tells him he has to pay attention. 01%

Results

The alternatives which involved intervening immediately by asking the student without delay if he had a problem he needed help with **d** and **f** were preferred to all others. Allowing the student to withdraw for a while to see if he would become involved in the class before asking him if he had a problem **g** was a close second choice. A significant but smaller number of professors would be willing to permit the student to withdraw for the whole period **e** and **b**; however most of them said they would ask him at the end of the class if something was the matter **e**. Very few people, less than two percent, stated that they would require the student to pay attention **c** and **h**. Less than two percent stated that they would attempt to get the student to pay attention **a**. The difference between these to approaches is illustrated in the following comment. "I would try to get him to participate but I wouldn't force him to do so".

Participants' Comments

One of the participants who would ask the student if he was upset or wanted to talk to someone **d** and **f** would also require the student to"either see someone or behave like a student in class."

Another participant commented that it would be best to ask the student if he was upset **f** and then if he said he was to ask him if he wanted to talk to someone **d**.

c-"This is completely inappropriate because we are not dealing with a discipline problem"

d-"If he said he didn't want to see anyone, I would offer him three alternatives the least aversive of which would be to pay attention in class."

"I prefer this alternative. However, in schools where there are no counselors or nurses available it may be best to allow the student to withdraw and ask at the

end of class if something is the matter e."

e-"This maintains the integrity and dignity of the student who has behaved responsibly in the past by discussing the matter with him privately"

f-" But if the teacher is lecturing it would be better to wait until the class is involved in independent work."

8. A ninth grade student who has only been in the country for two years says she wasn't able to do her homework because she had to interpret during a meeting her parents had with a community agency. She has made similar statements four or five times in the months she has been in the class. The teacher:

a. tells her that her excuse isn't acceptable and gives her a zero for the assignment. 01%

b. gives her extra time to complete the assignment, but takes off credit for lateness. 08%

c. gives her extra time without any penalty. 35%

d. tells her that school work should come before obligations and suggests she should explain that to her parents. 04%

e. asks someone on the staff who speaks the student's native language to call her parents and discuss the problem with them. 76%

f. tells her that incomplete or late assignments can only be excused if she brings a note from her parents. 02%

g. contacts the bilingual education department in school to try to arrange for someone else to interpret for the student's parents. 48%

Results

A majority of the participants would ask someone on the staff who spoke the parents' language to discuss the problem with them **e**. Asking the bilingual education department to arrange for someone else to interpret for the family **g** was the second most popular response. This was followed closely by giving her extra time without any penalty **c**. Many participants said they would do **c** and **e** simultaneously until the problem was solved. A small but significant number of professors would give her extra time, but take off for lateness **b**. Less than one percent said they would not accept her excuse and give her a zero for the assignment **c** and only one percent would tell her to explain to her parents that school work came before her other obligations **d**.

Participants' Comments

"Unless there are extenuating circumstances ninth grade students should be held responsible for submitting their homework on time. In this case the cause of the problem is beyond the student's control. Therefore options **a** and **b** would be inappropriate."

b- "This could work if she doesn't have to attend such meetings too often; otherwise I would choose option **e**."

d-"This would be a disaster because it would place the student in the middle of conflicting pressures from home and school without providing her a way of solving the conflict."

e-"I prefer this one to **g** because the parents may have a solution that they prefer."

g-"I would do this after I spoke with the student's parents and they allowed me to refer them to the bilingual education department. I would also refer them to an agency where they could study English if they weren't already doing so."

Additional Solutions

A number of professors said they would check either with the parents or the agency where the student claimed she translated to see if she was telling the truth before deciding how to handle the problem.

"I would discuss the problem with the student and help her to explore alternative solutions to the problem."

"Ask the student to propose a plan for completing her school work while fulfilling her community obligations"

"Find a way to make the assignments dove-tail in a meaningful way with the student's experiences. Perhaps she could do a report on the meeting she interpreted at."

9. An eleventh grade student glares at another student and threatens to punch him if he does not shut up. The teacher who is in the middle of a classroom presentation:

a. sends them to the office or school counselor. 03%

b. tells them to cool it and describes the consequences if they don't. 21%

c. tells them there are better ways of dealing with disagreements and asks them to stay after class for a few minutes to discuss the problem. 60%

d. changes their seats in order to separate them. 20%

e. sends the student who threatened the other student to a cooling off or time out area for a few minutes, then allows him to rejoin the group. 40%

f. assigns the student who threatened the other student an essay on the importance of self-control. 01%

g. stops the presentation, takes the students off to a less public area and discusses the problem with them. 12%

h. tells the boys they are old enough to settle their problems without fighting. 03%

Results

The preferred responses were to manage the situation without using consequences either by telling the boys there are better ways of handling disagreements and asking them to stay after class to discuss it **c**, or by sending the student who did the threatening to an area where he could cool off for a few minutes **e**. Reminding the boys of the negative consequence that would occur if they didn't cool it **b**, changing their seats in order to separate them **d**, and discussing the problem with them immediately in a less public area **g** were chosen less frequently. Thus, the participants chose techniques that managed the problem without consequences **c** and **e** three times and twice as often respectively as explaining the negative consequences that would occur unless they behaved appropriately **b**. The participants selected discussing the problem with the boys after class **c** four times as often as stopping the class to discuss the problem at the moment **g**.

Participants' Comments

Although most participants selected a single response that they favored, many indicated that their response would depend on the circumstances. These professors typically stated that they would utilize **b** or **c** if it appeared that the boys were not too angry to cool it and/or if neither had a history of aggressive behavior. And they would employ **e** or **g** if they thought the boys might actually get into a physical fight and/or if one or both of them had a history of aggressive behavior. As one participant commented, "If they were merely glaring at each other without seeming to be ready to fight I would stand by them for a minute hoping that my presence alone would deter any escalation of the problem. If that didn't work I would tell them to cool it. If one or both of them had a history of violence I would give the other students an assignment and talk to the boys and seek ways to

resolve the problem with them."

One individual stated that it is important to take cultural and socioeconomic differences into account when deciding how to handle the problem. "Because", the professor explained, "in different cultures or socioeconomic groups the same glaring and level of threatening rhetoric may mean that a youngster is actually angry enough to fight or merely trying to intimidate another person."

A few people stated their beliefs that the incident could have been avoided if the teacher had established a better classroom environment. One commented, "If the teacher had taught rules of conduct and reinforced them there may have been no need for the crisis. The problem implies lack of planning and preparation on the part of the teacher." Another stated, "The teacher should have taught problem solving stragegies to avoid such problems."

b-"I would do this for crisis management and use other techniques depending on the students to solve the long term problem."

c-"If it would not be feasible to interrupt the lesson to deal with the problem then and there."

"This is incomplete. In addition to discussing the problems it's necessary to discuss solutions. His actions weren't accectable so we would have to discuss better, more acceptable ways of behaving. If necessary we would draw up a contract"

d-"If the boys were sittting in close proximity."

e-"As long as the class knew this was the way such incidents were routinely handled."

"This is inappropriate because dealing with only the angry boy could result in having his anger turned toward the teacher."

"I would give both boys a time out; they both probably need it"

g-"The tension created by the incident would likely make trying to continue the lesson pointless and the situation between the boys could escalate if left

unattended."

"The teacher should assign the class something to do while talking with the boys"

"The discussion should be very brief, just enough time to handle the immediate crisis. Then I would allow the students one to three minutes to cool down before rejoining the group."

Additional Solutions

"Use a desist order like in **b** but without mentioning any consequences."

"I would try eye contact first, proximity control second, then one of the responses offered."

10. A twelfth grader resists doing almost anything he is asked to do. The teacher:

a. tells him he can earn a reward by doing what he is asked to do. 02%

b. asks him why he often does not do what is asked of him. 48%

c. allows him not to do what he resists doing without making an issue of it. 02%

d. describes the negative consequences that will occur if he does not do what he is told to do. 06%

e. explains why it is necessary to follow teachers' directions. 01%

f. sends the student to the office each time he refuses to follow directions. 00%

g. explains why it is necessary to follow teachers' directions and sets up a system of positive and negative consequences. 36%

h. explains how much better off he will be if he does what he is asked to do. 02%

i. keeps a record of the directions the student does and doesn't comply with to determine whether he responds better to some directions or in some situations than others. 60%

j. changes the way directions are given and requests are made to see if that will modify the student's responses. 58%

Results

The far and away preferred way of handling the problem was to explore the cause of the student's unacceptable behavior either by studying which directions he does and does not follow **i**, changing the way directions are given and seeing if that makes a difference **j**, or asking him why he doesn't follow directions **b**. As one participant said," **a**, **d**, **f** and **g**, using consequences, are premature if the teacher doesn't know the reason for the student's behavior." Many participants said they would use **i**, **j** and possibly **b** in combination. Some of those that chose **b** said that would ask the youngster directly and if that didn't work they would employ **i** or **j**.

The second most popular response was to use consequences, positive and negative **g** rather than only negative **d** and **f**, to modify the youngster's behavior. Using positive and negative consequences together **g** was chosen five times as often as using only negative consequences **d** or **f**. And a number of professors preferred to eliminate the use of negative consequences altogether and employ a "system of positive incentives to encourage behavioral change."

Although response **g** involved both explaining why it's necessary to follow rules and using consequences, some participants felt explaining why students should follow rules would be unnecessary with a twelfth grader. As one professor said, "**e**, the first part of **g**, and **h** are hardly necessary with someone who has been in school for twelve or more years."

Participants' Comments

g-"I would also do some compliance training by increasing the frequency of the demands placed on him while keeping them simple and easy to comply with and reinforcing compliance as frequently as possible."

"This would require the cooperation of everyone involved with the student to maintain consistent, clear expectations and consequences."

"This can work if the consequences are restricted to logical ones."

"The consequences should be limited to the natural consequences that follow noncompliance. Contrived reinforcements will be of little value to a twelfth grader in the real world once he graduates school. So any improvement in school due to contrived reinforcements is unlikely to generalize later."

"I would only use verbal praise with a a student in the twelfth grade."

"If the situation is a power struggle, the teacher should first state,' I cannot make you do anything you do not want to do and I am not going to try to do so.' Then the teacher should make the consequences for doing and not doing what is expected of him clear and he should enforce them. The teacher should emphasize to the student that the choice of behavior and as a result a particular consequence is his."

i-"This would be appropriate if the conflict arises from he way the teacher communicates expectations."

Additional Solutions

"I'd prefer to sit down with the youngster and ask ' What will it take to get you to do what you're supposed to do'? Then follow up with a contract."

"Since at this age reward would be seen as bribery, punishments are likely to cause the student to dig in his heels, and explanations are just so much talk, I would work on changing the relationship through better communication."

"The teacher needs to conference with the student to discuss the problem because at this age the student has to be involved in developing a solution to the problem. I would begin with an ' I message' describing how I see his behavior. Then I would actively listen to how the student

sees the problem and help him set some goals. Hopefully, he will feel that cooperation at school will help him achieve his goals".
"The teacher should ask him what he thinks the solution to the problem is. If the student can't or doesn't offer a solution the teacher should present him with various alternatives and ask the student to choose."
"If the student isn't interested in what is going on in class, I'd ask him what he is interested in and set up a program of instruction around his interests."
"If he's misbehaving for attention, I would ignore it and explain why it's a poor way to gain my attention. If it's a power play, I would set up a contract of consequences for appropriate and inappropriate behavior"

Discussion

The results of phase one of the study indicate that for each problem situation, professors tended to agree that some techniques were likely to be effective and others were unlikely to be so. However, the results clearly revealed that leaving aside those responses that professors agreed were ineffective, they did not agree about which of the acceptable techniques were the most effective. Phase two explored four of the many factors that may help explain these differences--professors' ethnic, gender, and socioeconomic class backgrounds and fields of instruction.

The results also suggest that it would be possible to construct an instrument to evaluate the effectiveness of the classroom/behavior management courses offered to preservice regular education and special education trainees that would reflect the opinions of the large number of professors in the field. Such an instrument would have to include a number of acceptable solutions for each problem situation. Perhaps in our diverse society this would be the most appropriate strategy.

PHASE TWO

For purposes of analysis, the professors' preferences were organized in thirteen categories. (A few alternatives that did not fit into any of the categories were omitted from this phase of the analysis.) In addition, solutions which were chosen by at least twenty percent of the professors were studied individually. The thirteen categories included:

1. Explaining the reasons why students should or should not behave in a particular way. (e.g., explains why children have to share and allow others to have their turns; talks to her about the importance of working faster.)

2. Providing flexibility, accommodating to individual differences, and providing students with alternatives. (e.g., allows her to choose between listening to the story and other activities in another part of the room; allows her to start ahead of others so she can finish on time; allows him to withdraw because he is obviously upset about something or sick.)

3. Using negative consequences. (e.g., tells her that her excuse isn't acceptable and gives her a zero for the assignment; describes the negative consequences that will occur if he does not do what he is told to do.)

4. Using positive consequences. (e.g., offers her a reward if she finishes her work on time; ignores him when he teases her and praises him when he doesn't tease anyone for a certain period of time.)

5. Using positive or negative consequences. This scale combined the items in scales 3 and 4.

6. Preventing the problem from occurring. (e.g., switches him to another group;changes her seat so she cannot copy.)

7. Providing external control. (e.g., stands next to her for a minute or two to indicate that she is being observed.)

8. Issuing desist orders. (e.g., tells him to stop.)

9. Obtaining more information. (e.g., asks him why he often does not do what is asked of him; keeps a record of the directions the student does and doesn't comply with to determine whether he responds better to some directions or in some situations than others.)

10. Teaching how to do something better or in a different way or suggesting alternative methods and skills. (e.g., teaches her how to work faster; listens to her, then later helps her practice ignoring others when they tease her.)

11. Providing help. (e.g., asks another student to work with her as a peer tutor; asks someone on the staff who speaks the student's native language to call her parents and discuss the problem with them.).
12. Helping students understand the effects of their behavior on others. (e.g., purposely makes him wait extra long when he wants things so he experiences how the other students feel when he makes them wait and then discusses his feelings with him; asks the student how he would feel if he were the one being teased or asks the student how he feels when he is teased.)

13. Providing students with the information they lack about the effects of their behavior on others and themselves. This scale included the items in number 12 plus some others. (e.g., talks to her privately about having more confidence in her own work; asks the student how he would feel if he were the one being teased or asks the student how he feels when he is teased.)

Appendix One indicates the alternative solutions included in each category. Comparisons of the preferences of professors with different characteristics were made both by comparing the mean number of times they selected any of the alternative solutions in a category or the mean number of times they selected a particular solution. Comparisons were made between males and females; professors from low-income (working-class) socioeconomic-class backgrounds and middle or upper income socioeconomic-class backgrounds; special education and regular education professors; and European American, African American, and Hispanic American professors. Asian Pacific Island American and Native American professors were not included in the comparison groups because of their extremely small numbers.

Results

Differences among comparison groups are reported below. The numbers following each item indicate whether the difference was significant at the .05, .01, or .001 level and the problem situation in which they appear.

Gender

An individual's teaching style cannot be predicted from her or his gender or ethnic background alone. Many other factors influence their teaching styles. Research indicates, however, that gender influences instructional and classroom/ behavior management styles in the following ways (1, 3, 5, 9, 13, 14, 16, 17, 18, 20, 23, 25).

Males and females tend to employ somewhat different instructional and classroom management approaches, and students react to male and female teachers' styles somewhat differently. In comparison to females, males are generally more direct with their students and more subject-centered; females are more indirect and more student-centered. Males lecture more; females ask more

questions and involve themselves more often in classroom discussions. Females are more likely to praise students for answering correctly but less likely to give students feedback when their answers are wrong. Males are more likely to criticize wrong answers, offer explanations designed to help students correct their responses, and to give students another chance to respond correctly.

Female teachers are more available to students during class time; They make more eye contact and maintain less distance from them. They are more sensitive to students' needs and feelings, more accepting and less critical and harsh.

When organizing students into groups, female teachers are more likely than males to assign students to specific groups while males are more likely to allow students to form their own groups.

Male teachers tend to reinforce young boys for stereotypic male behaviors more than females do. They are more tolerant of males' aggressive and disruptive behavior and less likely to send aggressive or disruptive boys to the office or to refer them to special education. But they reprimand students more than females and do so publicly.

Because female teachers are more sensitive to students' needs and feelings, in comparison to males professors, females were expected to prefer techniques that involve making students aware of how their actions affect others and external control techniques that rely on the fact that students are sensitive to the attitudes of the adults around them. Because females are more accepting and less critical and harsh with students female professors were expected to prefer less punitive approaches. Since males are more direct and females ask more questions the possibility that males would prefer issuing desist order and females would want to obtain more information were also entertained.

The results indicated that in comparison to male professors, females preferred to use techniques included in the following scales.

- providing external control (.05)
- providing students with the information they lack about the effects of their behavior on others and themselves (.01)

In comparison to male professors, female professors preferred the following solutions:

- teaches the girl how to ignore the boy so he won't receive any reinforcement for teasing her (.05) (problem 3)
- offers the student an alternative project or activity and explains that he must share (.01) (problem 1)
- sets a timer so the student knows when his time is up).01) (problem 1)

- observes the interaction between the two to determine why he teases her (.01) (problem 3)

- changes the way directions are given and request are made to see if that will modify the student's responses (.05) (problem 10)

- stands next to her for a minute or two to indicate that she is being observed (.05) (problem 5)

- explains why she should not copy on tests and reinforces her in the future for completing tests without copying (.05) (problem 5)

- contacts the bilingual education department in school to try to arrange for someone else to interpret for the student's parents (.01) (problem 8)

In comparison to females, male professors preferred:

- keeps a record of the directions the student does and does not comply with to determine whether he responds better to some directions or in some situations than others (.05) (problem 10)

Two of the five expected differences on the scales were observed. In addition, significant differences between females and males were observed on 9 individual items. This suggests that professors' preferences for solutions to classroom/behavior management problems may depend, at least in part, on their gender.

Ethnicity

Unfortunately, many more European American professors than African American or Hispanic American professors took part in the study. Because of the small number of individuals in the study, comparison between ethnic groups were done only on the scales, not on individual items. Considering the small sample size, the following findings should be considered suggestive. They are presented as ideas or possibilities that merit further investigation.

Hispanic American parents, students and teachers function differently than European Americans in the following ways (4, 7, 8, 10, 19). In comparison to European Americans, Hispanic Americans are more cooperative. They are more sensitive to feelings and opinions of others and more dependent on approval of others. They work at a more relaxed and slower pace. They are more likely to believe that behavior is controlled on a conscious level. And believing that behavior is subject to conscious control, Hispanic Americans are more likely to utilize behavior modification techniques in order to control their children's behavior than techniques which are designed to change children's dynamics or resolve their underlying problems. Hispanic Americans are also more likely to give children and teenagers feedback about their behavior in private rather than in public because a public negative message is an affront to Hispanic Americans' self-respect and an attack upon their family pride. Hispanic parents tend to speak more politely and indirectly when they criticize or discipline their children.

Hispanics are motivated more by personal than impersonal factors. For example, they are not particularly motivated to be punctual by impersonal reasons such as it's efficient for everyone to arrive at the same time and begin at the same time. On the other hand, they may be very concerned that their lack of punctuality not be interpreted as a sign of disrespect or a lack of courtesy toward others and arrive on time to make sure they do not seem disrespectful.

These differences led to the expectation that Hispanic American professors would prefer techniques that provide help, offer flexibility, help students to experience the effects of their behavior on others, use external control, and employ consequences.

In comparison to European American professors, Hispanic Americans preferred techniques included in the following scales:

- providing flexibility, accommodating to individual differences, and providing students with alternatives (.01)
- preventing the problem from occurring (.01)
- providing help (.05)
- using positive or negative consequences (.01)

Research indicates that African Americans also have their ways of functioning (2, 6, 8, 10, 11, 12, 19, 21, 22, 24, 26). In comparison to European Americans, African Americans use more authoritarian disciplinary techniques with children. Like Hispanic Americans, they are sensitive to and concerned about the feelings of others. Therefore, African American professors were expected to prefer the following categories: using positive or negative consequences, providing external control, issuing desist orders, helping students understand the effects of their behavior on others, and providing students with the information they lack about the effects of their behavior on others and themselves.

In comparison to European American professors, African Americans favored techniques that were included in the following scales.

- explaining the reasons why students should or should not behave in a particular way. (.00)
- helping students understand the effects of their behavior on others (.00)

There were differences between ethnic groups on six of the scales. Four of the 10 anticipated differences were observed. This suggests that ethnicity may also influence professors' preferences for solutions to classroom/behavior management problems.

Socioeconomic Background

Possible socioeconomic background differences were also explored. However, no particular differences were anticipated.

There were no differences between socioeconomic groups on any of the scales. Differences between socioeconomic groups were found on only three techniques. Working-class professors preferred:

- allows her to withdraw for a few minutes while waiting to see if he gets involved in the work, than asks him if he has a problem (.05) (problem 7)
- gives her extra time without any penalty (.01) (problem 8)
- reads two short stories instead of one long one and allows the student to move to a quiet area after the first one (.05) (problem 2)

These three items are included in the scale two--providing flexibility, accommodating to individual differences, and providing students with alternatives. However, the total scores on scale two of professors from different socioeconomic-class backgrounds was not significant (.50). Thus, the results offer little reason to suppose that professors' socioeconomic-class background affects their preferences for solutions to classroom/behavior management problems.

Field of Instruction

Special educators work with smaller groups of students, often one on one, than regular educators. Their goals are more likely to include changing or modifying the problems that cause students to behave inappropriately.
An informal review of textbooks for courses in classroom management and behavior disorders indicated a difference in emphasis between those that were addressed to regular education teachers and special educators. Special education texts include more information about the use of consequences to modify behavior and how to adapt classroom management techniques to the different causes of behavior problems. Regular education texts stress routines and procedures that prevent problems from occurring.

Therefore, it was anticipated that special educators would be more likely to want to obtain more information before deciding what to do, to teach students how to do something better or in a different way or suggesting alternative methods and skills, to provide students with flexibility and alternatives, and to use consequences to modify students behavior. Regular educators were expected to choose techniques that prevented problems from occurring.

The results indicated that in comparison to professors of regular education, special education professors were more likely to choose techniques from the following scales.

- using positive consequences (.001)
- using positive or negative consequences (.001)
- teaching students how to do something better or in a different way or suggesting alternative methods and skills (.05)

In comparison to professors of regular education, special educators professors preferred:

- explains why it is necessary to follow teachers' directions and sets up a system of positive and negative consequences (.01) (problem 10)
- praises the other students when they model appropriate behavior and calls the student's attention to the desired behavior (.01) (problem 1)
- rewards her for attending for increasingly long periods of time (.001) (problem 2)
- ignores him when he teases her and praises him when he interacts with her (.05) (problem 3)
- explains why she should not copy on tests and reinforces her in the future for completing tests without copying (.01) (problem 5)
- sets up a schedule for rewarding her for completing increasing amounts of work during class time allotted for the assignment (.001) (problem 6)
- listens to her then later helps her practice ignoring when they tease her (.001) (problem 4)
- teaches the girl how to ignore the boy so he won't receive any reinforcement for teasing her (.01) (problem 3)

Professors of regular education preferred:

- listens to her, then meets with the two students and tries to help them resolve their differences (.05) (problem 4)

Two of the five expected differences on the scales were observed. In addition, significant differences between regular education and special education professors were observed on 9 individual items. This suggests that professors' preferences for solutions to classroom/behavior management problems may depend, at least in part, on their field of instruction.

Discussion

The results of this study indicate that there is a relationship between professors' gender, ethnic background, and field of instruction and their preferences for solutions to classroom/behavior management problems. The results suggest that the relationship between professors' socioeconomic class background and their selections is very weak.

Some of the expected relationships did not occur; other unexpected relationships were observed. However, in general the relationships between professors characteristics and their choices were as anticipated.

It is probable that professors preferences for solutions to classroom/behavior management problems influence the content of the courses they teach. This suggests that what educators learn about classroom/behavior management in their university courses may depend in part on their professors' gender, ethnic background, and field of instruction.

The study sheds no light on a number of issues. Many other factors that may be related to professors' preferences for solutions to classroom/behavior management problems were not investigated. The possible influences of such professor characteristics as age, and adherence to schools of thought about classroom/behavior management and student characteristics such as ethnic and socioeconomic-class background and gender are certainly worthwhile exploring. It would also be interesting to study whether the factors included in this study influence regular education and special education students choices of effective classroom/behavior management techniques. Another issue that should be explore is whether professors stated preferences actually influence the contents of the courses they teach and the readings they assign to their students.

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Appendix One

Scales

1. Explaining the reasons why students should or should not behave in a particular way. 1A, 1J, 3D, 4G, 5F, 5L, 6A, 10E, 10H

2. Providing flexibility, accommodating to individual differences, and providing students with alternatives. 1E, 2D, 2E, 2F,2G, 4B, 6D, 6E, 6F, 6J, 7B, 7D, 7E, 7G, 8C

3. Using negative consequences. 1B, 1G, 1I, 2J, 3B, 3J, 3L, 5B, 5C, 5J, 5P, 6C, 8A, 8B, 9B, 9F, 10D, 10F

4. Using positive consequences. 1K, 2C, 2H, 3E, 3F, 6B, 6L, 10A

5. Using positive or negative consequences. 1B, 1G, 1I, 1K, 2C,2H, 2J, 3B, 3E, 3F, 3J, 3L, 5B, 5C, 5J, 5P, 6B, 6C, 6L, 8A, 8B, 9B, 9F, 10A, 10D, 10F

6. Preventing the problem from occurring. 1C, 2A, 2I, 3C, 3K, 5D, 9A, 9D, 9E

7. Providing external control. 5A, 7A

8. Issuing desist orders. 3A, 5E, 5I, 7C, 7H, 8D, 9H

9. Obtaining more information. 3G, 3H, 5G, 5N, 5O, 6I, 6M, 7F, 10B, 10I, 10J

10. Teaching how to do something better or in a different way or suggesting alternative methods and skills. 3M, 4D, 4F, 4J, 4K, 4L, 5Q, 6H, 9C

11. Providing help. 4E, 4H, 4I, 6K, 8E, 8G

12. Helping students understand the effects of their behavior on others. 1D, 1H, 3I

13. Providing students with the information they lack about the effects of their behavior on others and themselves. 1D, 1H, 1L, 3I, 5K